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ABSTRACT

This document reports the activities of a workshop to describe and implement a planning, programing, budgeting system (PPBS) in the Beverly Hills Unified School District. During the workshop, the literature and the legal provisions were reviewed, the initial planning was accomplished, the program structured, and the goals identified. Further implementation of the PPBS was contingent on the development of a program budget, a multiyear financial plan, and a management information system. (RA)

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Beverly Hills Unified School District

PROGRAM PLANNING BUDGETING WORKSHOP

SUMMER - 1970

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EA 003 751

PREFACE

The 1970 Program Planning and Budgeting System Workshop is totally committed to the primary importance of the human beings involved in the educational process. We agree fully with the statement of the Los Angeles County Schools Office that one thing above all must be remembered:

"As goals and objectives are reviewed and as the curriculum is redesigned, any Planning, Programming, Budgeting System must be developed with an emphasis for a Priority on People Before Systems."

The Workshop group further feels that a systematic approach to allocation of limited resources for the accomplishment of priority objectives is compatible with our basic concern for the individual.

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POSITION STATEMENT

Responsibility for the results of what happens in the classroom is the concern of educators, students and parents. It is also the concern of many segments of our society including Legislators of the State of California. In terms of the increasingly convoluted and critical problems that our society faces, the students who are the captive audience of public education for so many years must be increasingly better equipped to live successfully and contribute positively toward their world. As Dr. Leon Lessinger states in his paper "Accountability for Results":

> "Before America's schools can productively manage the massive amount of money entrusted to them - and even greater amount they need - they must be armed with better management capability. If education is going to be able to manage its budget properly, it must devise measurable relationships between dollars spent and results obtained. Education, like industry, requires a system of quality assurance. Anything less will short change our youth."

Industry, business, and government have already demonstrated the effectiveness of Program Budgeting, but the introduction of such a system into public education is relatively recent. This is understandable as it is much easier to determine the relative cost of an operation whose product is measurable in terms of the items produced and sold. It is much more difficult to do this in areas where there are intangibles. However, with applied skill and knowledge these techniques can be applied in education so that we can make the best possible decisions for each child.

In 1967 an attempt to implement such techniques in the schools was begun in California. With the passage of Assembly Bill 61, The California Legislature established the State Advisory Commission on School District Budgeting and Accounting, and charged it with the task of developing a program budgeting and accounting system for all school districts in California. The Commission employed the services of Peat, Marwick and Mitchell, a private consulting

firm who, working with six pilot districts developed implementation plans during the 1968-69 school year. In 1969-70 a total offourteen districts including one County Superintendent's Office, operationally tested the Conceptual Design for a Planning, Programming, Budgeting System (P.P.B.S.) for California. At present, the Commission is evaluating this implementation of the pilot program to determine optimum operational procedure. The Advisory Commission will then submit a recommendation to the State Board of Education as to the value of the system in aiding districts to move towards greater communication and better fiscal decisions. This recommendation would then be referred to the Legislature for further action. According to the present implementation schedule, the system is to be operational throughout California by the 1973-74 school year.

The school district serves the community, and its goals and philosophy reflect the needs of the community it serves. This then is the logical starting point for all planning. Accordingly, in order to implement P.P.B.S. to meet the needs of this district the initial step was to interact with the Board of Education in a re-examination of the philosophy and goals of the district. After much consideration, it was determined that a restatement and amplification was needed in order to describe adequately the kind of educational experience that the district provides for each child, and further to insure that the humanistic and affective areas of learning are placed in their proper perspective along with the skills and knowledges.

Of great concern to all was the attitude of the student toward learning. Robert Magar describes it well when he states in Developing Attitudes Toward Learning.

> "Success in influencing future performance is in part a function of our success at sending students away with tendencies to approach, rather than avoid, the things we want them to think about, feel about, do about."

Pervading all of the activities in our efforts to implement Program Planning and Budgeting in the Beverly Hills Unified School District was one main thought and concern; that whatever we teach, whatever we do, whatever we say, however we

look - we feel and believe that each child is a human being to be respected, nurtured, advised, and instructed in such a way that he develops self-worth and self-fulfillment. We believe further that no system of allocating resources for programs toward the achievement of goals and objectives for students is as important as the quality of the human beings involved in the process.

This report is designed not only to summarize the activities of this workshop but further to be used as a guide in implementing P.P.B.S. in this district.

LEGISLATIVE BACKGROUND, RATIONALE

AND

ELEMENTS OF PPBS FROM STATE GUIDELINES

The California Teachers Association Bulletin #104 is reprinted here in part to provide the legislative background, the pilot program, the rationale, and the seven elements of the conceptual design for P.P.B.S.

The last item, the conceptual design was formulated by the State Advisory Commission working with Peat, Marwick and Mitchell, a private consulting firm. This design, while providing a framework, is to be considered flexible enough to accommodate to the particular needs of local districts.

Assembly Bill 61 (Chapter 1573) was passed by the California Legislature during the 1967 Session authorizing the Advisory Commission on School District Budgeting and Accounting. The three charges to the Commission as stated in the legislation are to:

1. Serve as an advisory body to the State Board of Education on program budgeting and accounting system for school districts.

2. Formulate the details of a program budgeting and accounting system for local school districts.

3. Recommend to the State Board the procedures for implementing program budgeting and accounting for school districts.

The Commission consists of eleven members, nine of which were appointed by the State Board of Education and two by the State Legislature. County government, taxpayer associations, accounting profession, governing boards, general business, as well as the education profession, are formally represented on the Commission.

A Planning, Programming, Budgeting System (PPBS) Development and Implementation Plan was prepared under the direction of the Advisory Commission and adopted by the State Board of Education, June 14, 1968. The plan serves as a guide for all activities engaged in by the Commission.

Phase I	- Initial PPBS design in six pilot school districts	- 1968-69
Phase II	- Operational testing of PPBS in fifteen pilot school districts	- 1969-70
Phase III	- Publish final draft of PPBS Manual	- 1970
Phase IV	- Implementation of adopted PPBS System including legislation, regulation and training	- 1970-72
Operational Goal:	Adoption and implementation in all California school districts	- 1972-73

Possible delays in the development of phase four of the time schedule may result in a legislative postponement of the total statewide implementation of PPBS for one year. While the projected target date may be altered, all available information indicates that there will be legislative action requiring the adoption of PPBS in all districts in California no later than the 1973-74 school year.

A planning, programming, budgeting system (PPBS) provides the information necessary (1) for planning educational programs that will meet the needs of the community: and (2) for choosing among the alternative ways in which a school district can allocate resources to achieve its goals and objectives.

PPBS has been developed to assist California School districts achieve a more effective and efficient utilization of available resources, money, manpower, materials. The system provides the means for systematically analyzing district needs in order to determine the most effective allocation of available resources. The PPBS also provides a means of assessing the accomplishment of stated district objectives. The system will probably be of greatest value to the district in providing the ability to demonstrate the effectiveness of the educational system in meeting the needs of modern-day society.

A PPBS differs from current planning and budgeting systems in emphasizing the definition of district needs, goals, and objectives; the development of programs to achieve the objectives; and the application of systems analysis techniques. Therefore, a PPBS involves much more than recording and reporting fiscal and statistical data. It also involves developing new analytical techniques for determining the best allocation of resources and for measuring the extent to which each objective has been met.

The implementation of a PPBS will require time and effort from each district. Personnel on virtually every level within the school district should be concerned with the implementation and operation of the system. The investment of this effort and involvement will result in an increased capability to improve the management of a district

and its educational programs. PPBS is a dynamic system requiring continuing analysis and revision. For maximum benefit, users should be prepared to evaluate, criticize, monitor, and improve the system regularly.

The conceptual design for PPBS current guidelines developed by the Commission consists of seven separate elements. These are:

Goals - A goal is a statement of broad direction, purpose, or intent based on the identified needs of the community. A goal is general and timeless; that is, it is not concerned with a specific achievement within a specified time period.

Objectives - Objectives are desired accomplishments which can be measured within a given time frame. Achievement of the objective advances the system toward a corresponding goal. Accordingly, objectives must be developed that support and contribute to the achievement of the established goals.

Programs - A program is a group or package of interdependent, closely related services or activities progressing toward or contributing to a common objective or set of allied objectives.

Program Structure - A program structure is a hierarchial arrangement of programs which represents the relationship of activities to goals and objectives. The structure contains categories of activities with common output objectives.

Program Codes - Programs are coded by number to facilitate the collection of data such as costs and statistics in a variety of combinations and formats consistent with the program structure. These data are used to control program expenditures, evaluate program effectiveness in terms of stated objectives, and to analyze the cost effectiveness of alternative programs.

Program - Budget	The program budget in a PPBS is a plan that relates proposed expenditures for programs, within a specific time frame to goals and objectives, based upon a program structure classification. It includes the proposed revenue sources for financing programs.
MULTI-YEAR Financial Plan	The Multi-Year Financial Plan (MYFP) presents financial data for existing and alternative programs projected for a period of several years.

8a

COMMITMENT OF WORKSHOP TO THE SEVEN ELEMENTS

OF PPBS

1. Goals

2. Objectives

3. Programs

4. Program Structure

5. Program Codes

6. Program Budget

7. Multi-Year Financial Plan

8. Management Information and Tools
   (a) Data Bank
   (b) System Analysis

The charge to this workshop reads as follows:

> "Review legal provisions relative to PPBS in California. Review literature in field; contact and visit one or two pilot districts in state PPBS program; utilize available resources in county office, Dr. Purdy, Peat, Marwick & Mitchell, etc. Establish a plan to initiate a program in Beverly Hills leading to identification of the (1) Broad educational goals of the community, (2) Determining the specific educational objectives of each level of Operation. Achievement is defined within a given time span and is measurable, (3) Determine programs, including alternate approaches, designed to achieve the Educational Objectives of a district, (4) Determine performance indicators or evaluation instruments to be used in measuring effectiveness of programs in achieving the district's Educational Objectives, (5) Prepare a Multi-Year fiscal plan citing costs of programs (and alternates) to facilitate the decision-making process, Employ the necessary personnel and secure materials to operate the program, and (7) Evaluate the program effectiveness using performance indicators previously identified."

It became apparent that the review of legal provisions, the review of literature, the plan to initiate the program, the identification of broad educational goals, and the determination of programs were tasks that could be carried to completion. A plan for the determination of specific educational objectives and the employment of necessary personnel was developed. The remaining elements of the commitment were studied, and further implementation is contingent on continued development at the state level.

In an examination of the educational goals of the community, the present statement of philosophy was reviewed and further amplified with Board members. In reading these amplified statements, it should be kept in mind that the material on the following pages is a first draft and subject to additional change:

GOAL STATEMENT I - Relating to Intellectual Discipline and Awareness

The Beverly Hills Unified School District shall provide for the development of proficiency in academic skills, and the utilization of these skills in the synthesis, application, and evaluation of knowledge.

SUB-GOALS

1. Every learner to reach his full potential in academic areas, and develop specific competencies in skills.

2. The learner will be helped to develop the ability to learn how to learn.

3. The learner will develop self-direction in learning and independent study habits.

4. The learner will develop an inquiring mind and a desire to learn.

5. The learner will recognize problems and select appropriate methods of solving them.

GOAL STATEMENT II - Relating to Economic and Technical Competence

The Beverly Hills Unified School District shall provide for the development of an intelligent producer and consumer and as a contributing participant to the American economic system.

SUB-GOALS

1. The learner will be able to apply his skills and knowledges to take a productive role in the society.

GOAL STATEMENT III - Relating to Citizenship and Civic Responsibility

The Beverly Hills Unified School District shall provide for the development of a responsible citizen who is able to adapt to social change and accelerating technology while preserving those principles upon which this country was founded.

SUB-GOALS

1. The learner will develop an awareness of ecological balance and the need for its preservation.

2. The learner will be equipped to contribute to a world of accelerating technology.

3. The learner will gain his rightful place as a fully participating member of society.

GOAL STATEMENT IV - Relating to Competence in Human and Social Relationships.

The Beverly Hills Unified School District shall provide for the development of a positively involved human being who is competent in his social relationships and is able to contribute to the progress of the human community.

SUB-GOALS

1. The learner will have a commitment to the society.

2. The learner will be able to empathize with the needs of others.

3. The learner will take responsibility for his fellowmen.

4. The learner will have the ability to make wise, just, and courageous decisions.

5. The learner will practice the concepts involved in racial, ethnic, and socio-economic integration.

GOAL STATEMENT V - Relating to Ethical Values.

The Beverly Hills Unified School District shall provide for the development of the basic integrity of each individual as well as respect for other people as individuals or groups.

SUB-GOALS

1. The learner will have the ability to live in a world with others in a spirit of tolerance and understanding.

GOAL STATEMENT VI - Relating to Mental and Physical Health.

The Beverly Hills Unified School District shall provide for the development of sound physical and mental health practices.

SUB-GOALS

1.

GOAL STATEMENT VII - Relating to Self Realization.

The Beverly Hills Unified School District shall provide for the development of an understanding of oneself and an appreciation of his worthiness as a member of society.

SUB-GOALS

1. The child will develop as a person with unique distinctions.

2. The child will develop a realistic self-image in terms of his unique strengths and limitations.

3. The child will develop a positive attitude toward life.

4. The child will have an appreciation of his worthiness as a member of society, and a sense of purpose and identity.

5. The child will have the ability to deal with psychological tensions.

6. The child will have the ability to adapt to change.

7. The child will be inner directed.

GOAL STATEMENT VIII Relating to Aesthetic and Cultural Awareness

The Beverly Hills Unified School District shall provide for the development of an awareness of the cultural and artistic heritage of mankind leading to creative self-expression and aesthetic appreciation.

SUB-GOALS

1. The learner shall be provided the climate for creative self-expression and growth.

2. The learner shall develop the skills necessary to express himself in these areas.

Based on these broad goals, an examination of goal statements contained in the current Curriculum Guides and Courses of Study revealed a wide disparity in the number of such statements in the various subject matter areas. Principally, Courses of Study contain much program information telling what to do and in some instances how to do it, but less frequently why we are doing it and what will happen to the learner as a result. In several areas there are no expressed goals. It would appear that the initial step to be taken by a Teacher Workshop Group would be to evaluate these goals in terms of:

(a) their relation to district goals
(b) their usefulness in giving direction for writing behavioral objectives at the course level.

The material that follows are sample goal statements extracted verbatim from District Courses of Study. In terms of PPBS several general observations include :

(a) course goals are not related to district goals
(b) the terms goals, aims and objectives are used interchangeably
(c) Courses of Study generally do not include objectives stated in terms of the behavior of the learner.

SAMPLE GOALS EXTRAPOLATED FROM SELECTED COURSES OF STUDY

MIDDLE SCHOOL 6 - 7 - 8

I. ENGLISH

1. To develop skills in all the communication arts.
2. To develop understandings, appreciations and taste in literature.
3. To study the history and nature of language.
4. To create a spirit of inquiry concerning language.

II. SCIENCE

1. To develop skills of investigation, observation, and hypothesis-making.
2. To develop understanding of scientific principles and how they work.
3. To build skills of vocabulary building, reading and record keeping.
4. To develop creativity and the use of imagination in the study of science through questions and suggestion.
5. To develop understanding of cause and effect relationships and ability to see basic science principles in full perspective.
6. To develop ability to sift out related from unrelated data in the solving of scientific problems.
7. To develop ability to arrive at conclusions objectively based on observed fact and tested data.
8. To develop an understanding of the importance of science and an appreciation of the seemingly endless applications of science to everyday life and future betterment.

III. MATHEMATICS

1. To develop mathematical understandings which can easily adapt to change.
2. To prepare students for success in high school mathematics and in later years.
3. To develop understanding of mathematical concepts.
4. To develop and reinforce computation skills.
5. To develop ability to apply mathematical concepts and skills to a variety of problems.

IV. PHYSICAL EDUCATION

Overall Goals:

1. To develop poise and power of self-expression.

2. To provide a release of surplus energy as a way to develop character and moral traits.
3. To develop adjustment of physical, mental, and emotional reactions of the individual.
4. To develop the fundamental motor skills and their modifications used in locomotion for safety and in recreational skills.
5. To develop skills that will serve in wholesome use of leisure time and that develop and maintain habits of healthful living and physical efficiency.
6. To develop the proper functioning of the vital organs, correct posture, muscular strength and stamina and to build general physical vigor.
7. To develop in children right attitudes, concepts, and information about safety for themselves and for other members of the group or class.
8. To develop awareness of the correct use of playground apparatus and equipment for maximum safety.

EXPRESSED PURPOSES OF THE PHYSICAL EDUCATION PROGRAM

1. To help each child realize his full potential.
2. To develop and maintain fitness of body and conditions of good health.
3. To encourage situations which bring about citizenship, leadership, sportsmanship, fellowship, and respect for the rights and privileges of others.
4. To participate in opportunities and experimentation in many activities.
5. To gain a knowledge and appreciation of all activities.
6. To gain an awareness of safety.
7. To develop ability to react favorably to competition.
8. To develop ability to enhance leisure through learned skills and knowledge.

V. F.L.E.S.

1. To develop skill in the natural use of the language especially in pronounciation and aural-oral skills.
2. To develop reading-writing skills.
3. To develop skill in mature use of the language as a medium for thought.

VI. READING - KINDERGARTEN - PRIMARY PROGRAM

1. The goal of the Kindergarten-Primary Program in Reading is to guarantee as nearly as possible each student will master the fundamental skills of reading.
2. The Kindergarten-Primary Program in Reading will provide for individual differences in rate of development achievement and capabilities with continuous progress for each student.
3. The Kindergarten-Primary Program in Reading will impose no ceiling on achievement but rather provide a base for further learning for all children.
4. The Kindergarten-Primary Program in Reading will foster a good self-image, confidence and security which result from achievement of mastery of fundamental skills.

SUB-GOALS FOR FORM 9 READING

1. To develop decoding skills.
2. To develop a basic reading vocabulary.
3. To develop reading comprehension skills.

VII. ENGLISH - KINDERGARTEN - PRIMARY PROGRAM

1. The goal of the Kindergarten-Primary Program in English is to develop the fundamental skills of the communication arts.
2. The Kindergarten-Primary Program in English will foster the understanding, appreciation and taste in literature.
3. The Kindergarten-Primary Program in English will provide a study of the history and nature of language.
4. The Kindergarten-Primary Program in English will foster a spirit of inquiry concerning language.

SUB-GOALS FOR FORM 9 ENGLISH

1. To develop listening skills.
2. To develop oral expression.
3. To develop written expression.
4. To develop correct use of the mechanics of written expression.

5. To develop understanding of the fundamental themes of literature.
6. To develop familiarity with various genres including: folk tales, fables and fiction.
7. To develop understanding of structure of the various genres.
8. To develop understanding of character development.

VIII. SPELLING - KINDERGARTEN - PRIMARY PROGRAM

1. The goal of the Kindergarten-Primary Program in Spelling is that each student understand the basic structure of words and the fundamental purpose of spelling.
2. The Kindergarten-Primary Program in Spelling will guarantee, as nearly as possible that each student will spell correctly basic words appropriate to that form.
3. The Kindergarten-Primary Program in Spelling will foster a good self-image, confidence and security which result from achievement of mastery of fundamental skills.

SUB-GOALS FOR FORM 9 SPELLING

1. To develop phonetic analysis skills as they apply to Spelling.
2. To develop use of the dictionary as an aid to correct spelling.
3. To master 4/5ths of the basic Spelling List of Form 9.
4. To develop use of correct spelling in all written work.
5. To develop a positive attitude toward spelling as a key to communication in written form.

IX. SCIENCE - KINDERGARTEN - PRIMARY PROGRAM

1. To understand cause and effect relationships and see basic science principles in full perspective.
2. To be able to sift out related from unrelated data in the solving of scientific problems.
3. To arrive at conclusions objectively based on observed fact and tested data.

HIGH SCHOOL - COURSES OF STUDY

X. ART

1. To develop aesthetic concepts, values and visual perception for use in everyday life and its living.

XI. BUSINESS

1. As stated in the Course of Study this department arrived at its statement of aims and objectives by examining the needs of the students in the community.

XII. ENGLISH

1. According to statements in the Course of Study, teachers in this department engaged in surveys, workshops, meetings, discussions and consultations in order to arrive at a consensus regarding objectives.

XIII. FOREIGN LANGUAGE

1. As stated in the Course of Study, this department arrived at its statement of aims and objectives by mutual agreement of FLES and high school teachers in workshops, committee meetings, and department meetings, and by attending university courses and language institutes.

XIV. HOME ECONOMICS

1. To provide training that enables the students to become responsible consumers.

XV. MATHEMATICS

1. To develop basic concepts, abilities, and skills needed for further study in mathematics and in numerous other fields.

XVI. MUSIC

1. To give adequate training in fundamentals and skills to all students who wish to major in music in the college or university with the aim of entering the profession.

XVII. PHYSICAL EDUCATION (Boys)

1. Developing essential safety skills for self and others.

XVIII. SCIENCE

1. Courses in the Science department are student-centered and laboratory oriented in our belief that the students learn best by doing.

XIX. SOCIAL STUDIES

1. Specific student objective is to become patriotic, law abiding citizen.

XX. SPECIAL EDUCATION

1. To provide a program for pupils who cannot achieve successfully in a regular academic class.

XXI. SPECIAL READING, STUDY SKILLS AND SEMINAR

1. To develop reading abilities of students in need of remedial instruction.

XXII. TECHNICAL ARTS

1. To explore industry and American industrial civilization in terms of organization, technology, raw materials, processes, and operations, products, avocations and occupations.

In order to develop a level of proficiency in writing behavioral objectives, some time was spent during the workshop on this exercise. Members of the group had varying amounts of previous experience in this area, however, the actual writing of behavioral objectives at the course level would be accomplished in Teacher Workshops planned for Summer, 1971.

Some sample objectives that relate to district and course goals are included in the following pages:

25a

SAMPLE OBJECTIVES

BASIC INSTRUCTION

DISTRICT GOALS:

A. PROFICIENCY AND THE UTILIZATION OF SKILLS IN THE PROCESS OF INQUIRY, SYNTHESIS, APPLICATION AND EVALUATION OF KNOWLEDGE.

B. ETHICAL VALUES DEVELOPED TO STRENGTHEN EACH STUDENTS BASIC INTEGRITY.

C. DEVELOPMENT OF SELF-DIRECTION AND MOTIVATION.

IMPLEMENTING PROGRAM: INDEPENDENT STUDY

ACTIVITY: STUDENT PROJECT

SAMPLE GOALS AND OBJECTIVES FOR ACTIVITY:

1. Students will present projects to student and faculty groups.

   a. _____% of the students having an independent study module will initiate conference with a selected teacher for the purpose of doing an in-depth study of a topic of his choice. The teacher will serve as a resource person to the student and help the student to set realistic time commitments and deadlines. Upon completion of the project, the student will present a report of the project citing research areas, problems and conclusions reached to a group of agreed upon number of students and faculty. The critique of this group, along with that of the teacher, will be indicated, at the student's request, in his cumulative record.

BASIC INSTRUCTION

DISTRICT GOALS:

A. PROFICIENCY AND THE UTILIZATION OF ACADEMIC SKILLS IN THE PROCESS OF INQUIRY, SYNTHESIS, APPLICATION AND EVALUATION OF KNOWLEDGE.

B. APPLICATION OF SKILLS AND KNOWLEDGE IN THE AMERICAN ECONOMIC SYSTEM.

IMPLEMENTING PROGRAM: MATHEMATICS

ACTIVITY: ALGEBRA I

SAMPLE GOALS AND OBJECTIVES FOR ACTIVITY:

1. STUDENTS WILL BE ABLE TO USE THE BASIC TERMS AND PROPERTIES OF THE ALGEBRA I COURSE AS DEFINED BY THE DEPARTMENT.

   a. _____% of the students will be able, by matching on a written test, to identify correct use of the terms and properties defined and used in class, with _____% accuracy in a forty minute time span.

   b. _____% of the students will be able to use the basic properties as discussed in class in the completion of a proof similar to the one discussed in class by using the listed properties to complete the reason portion of the proof with _____% accuracy in a forty minute time span.

BASIC INSTRUCTION

DISTRICT GOALS:

A. DEVELOPING INTELLIGENT CONSUMER KNOWLEDGE AND SKILLS.

B. APPLICATION OF SKILLS AND KNOWLEDGE IN THE AMERICAN ECONOMIC SYSTEM.

IMPLEMENTING PROGRAM: BUSINESS EDUCATION

ACTIVITY: TYPING

SAMPLE GOALS AND OBJECTIVES FOR ACTIVITY:

1. To provide professional vocational preparation for those students seeking to enter the business world in the secretarial and clerk-typist fields.

   a. ____% of the students will be able to type, error adjusted, at the rate of 50 words per minute.

   b. ____% of the students will be able to type a one page business letter in any one of ____ acceptable forms in ½ hour, with ____% accuracy.

BASIC INSTRUCTION

DISTRICT GOALS: A. PROFICIENCY AND THE UTILIZATION OF ACADEMIC SKILLS IN THE PROCESS OF INQUIRY, SYNTHESIS, APPLICATION, AND EVALUATION OF KNOWLEDGE.

IMPLEMENTING PROGRAM: TECHNICAL ARTS

ACTIVITY: ARCHITECTURAL DRAFTING

SAMPLE GOALS AND OBJECTIVES FOR ACTIVITY:

1. To develop an understanding of building design.
   a. ____% of the students will be able to identify on a matching test composed of color photographs 25 out of the 30 basic building designs discussed in class.

   b. After conferring with instructor, concerning a building design and plan, each student will initiate a design and draw plans for the structure as specified in previous conference.

      The project will be successful when ____% of the criteria set in the conference have been met based on teacher judgment.

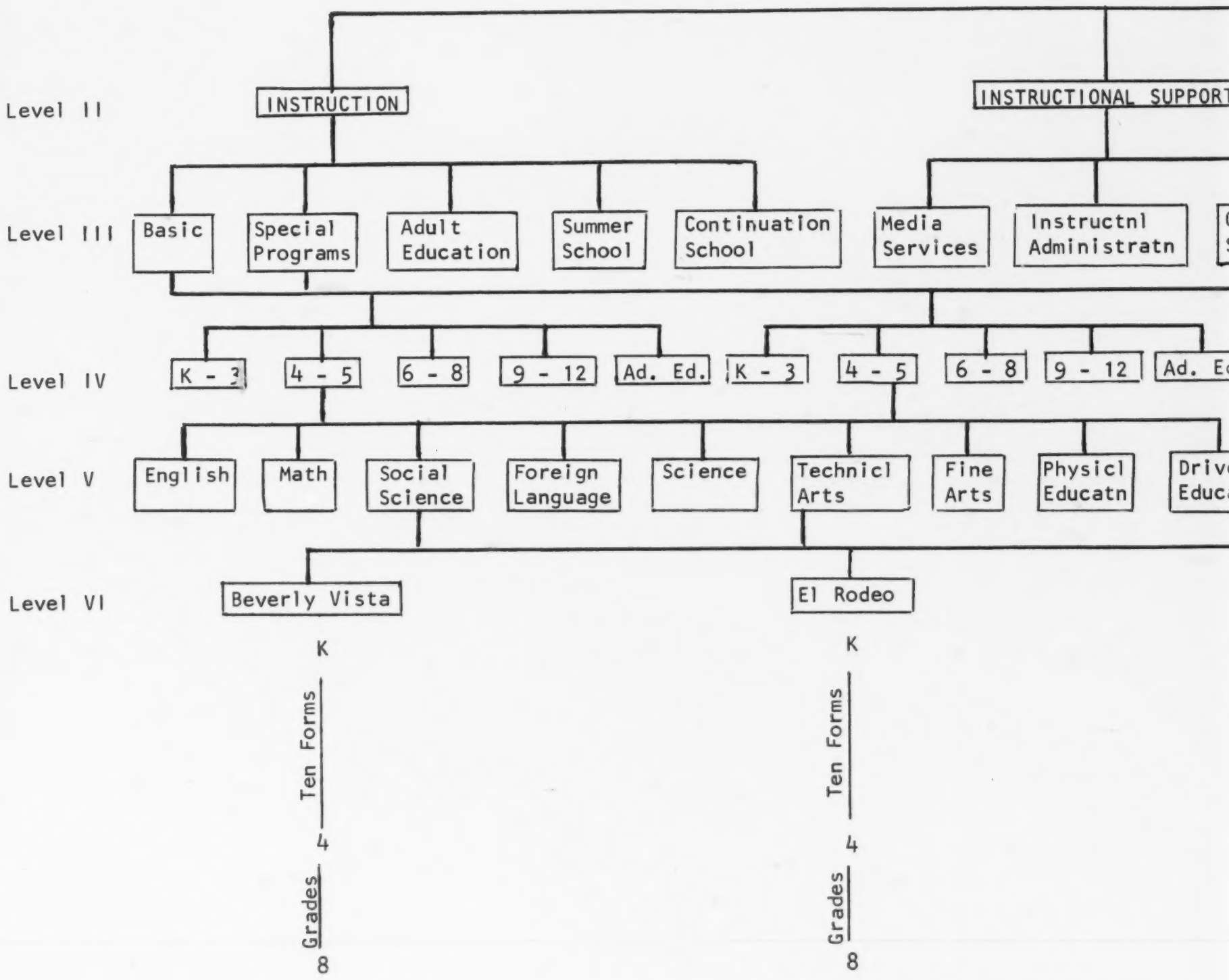
The programs currently in operation in the district are detailed in the Courses of Study, and were reviewed by the Workshop from the point of view of possible revisions when course level objectives are written.

The task of developing a program structure for the district was undertaken with direction given by the State Guidelines which state that the program structure should be a hierarchial arrangement of programs which represent the interrelationship of activities to goals and objectives. The program structure contains categories of activities with common outputs and objectives. Programs may cut across existing departments and agencies.

The major departure from the suggested guidelines was to designate each school at the top of Level VI. The rationale being that while goals and objectives are uniform throughout the district, programs to accomplish them vary widely.

For budget purposes it would seem logical that the individual schools would be considered the cost centers. This would provide the basis for comparison of program costs in relation to objectives from a cost/effective point of view.

The following Program Structure for the Beverly Hills Unified School District is tentative as indicated, and is subject to revision as the district proceeds with implementation.


Level I
Level II
INSTRUCTION
INSTRUCTIONAL SUPPORT
Level III
Basic
Special Programs
Adult Education
Summer School
Continuation School
Media Services
Instructnl Administratn
Level IV
K - 3
4 - 5
6 - 8
9 - 12
Ad. Ed.
K - 3
4 - 5
6 - 8
9 - 12
Ad. Ed
Level V
English
Math
Social Science
Foreign Language
Science
Technicl Arts
Fine Arts
Physicl Educatn
Drive Educa
Level VI
Beverly Vista
El Rodeo
K
Ten Forms
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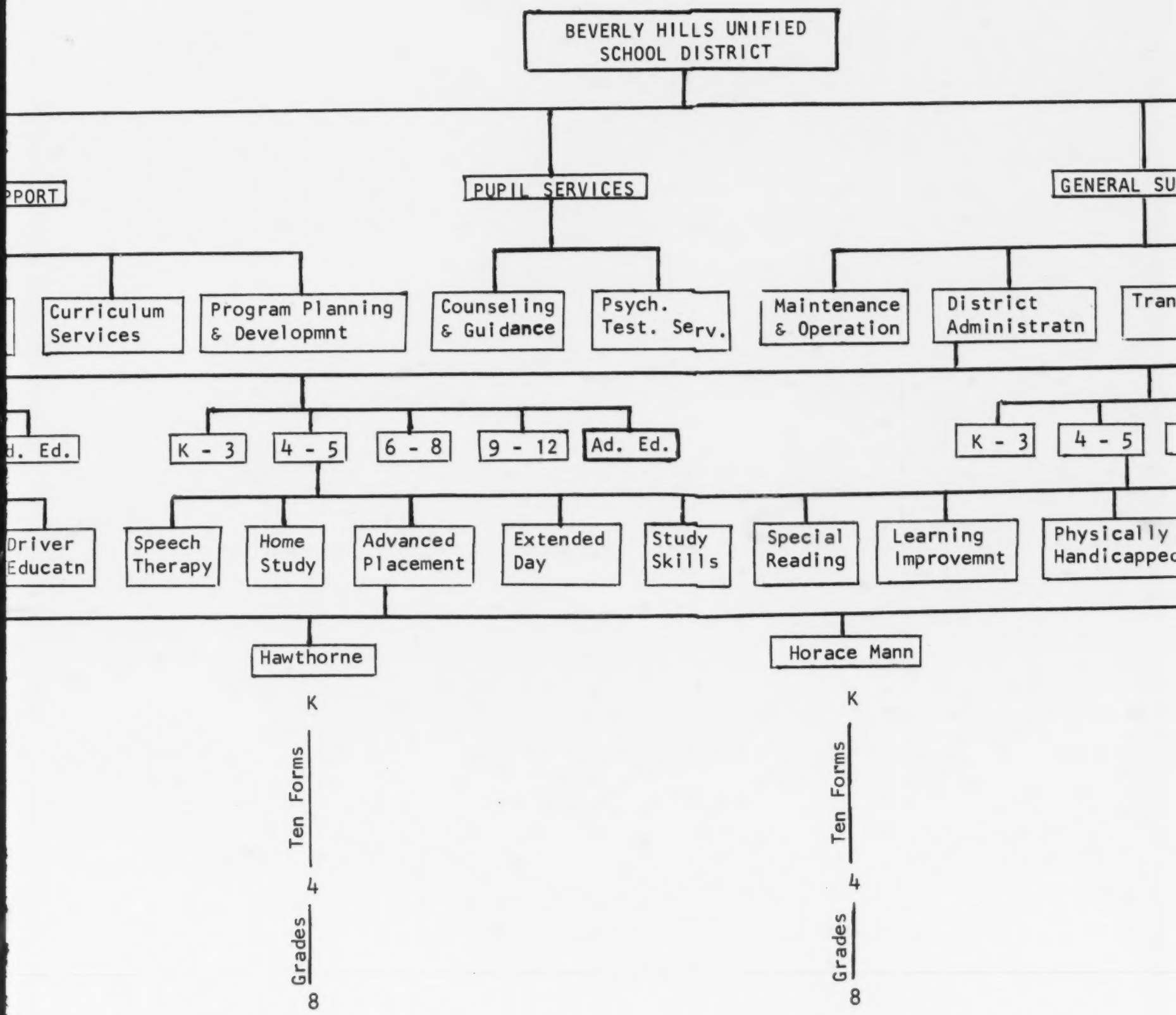
BEVERLY HILLS UNIFIED SCHOOL DISTRICT
PPORT
PUPIL SERVICES
GENERAL SU
Curriculum Services
Program Planning & Developmnt
Counseling & Guidance
Psych. Test. Serv.
Maintenance & Operation
District Administratn
Tran
d. Ed.
K - 3
4 - 5
6 - 8
9 - 12
Ad. Ed.
K - 3
4 - 5
Driver Educatn
Speech Therapy
Home Study
Advanced Placement
Extended Day
Study Skills
Special Reading
Learning Improvemnt
Physically Handicapped
Hawthorne
K
Ten Forms
4
Grades
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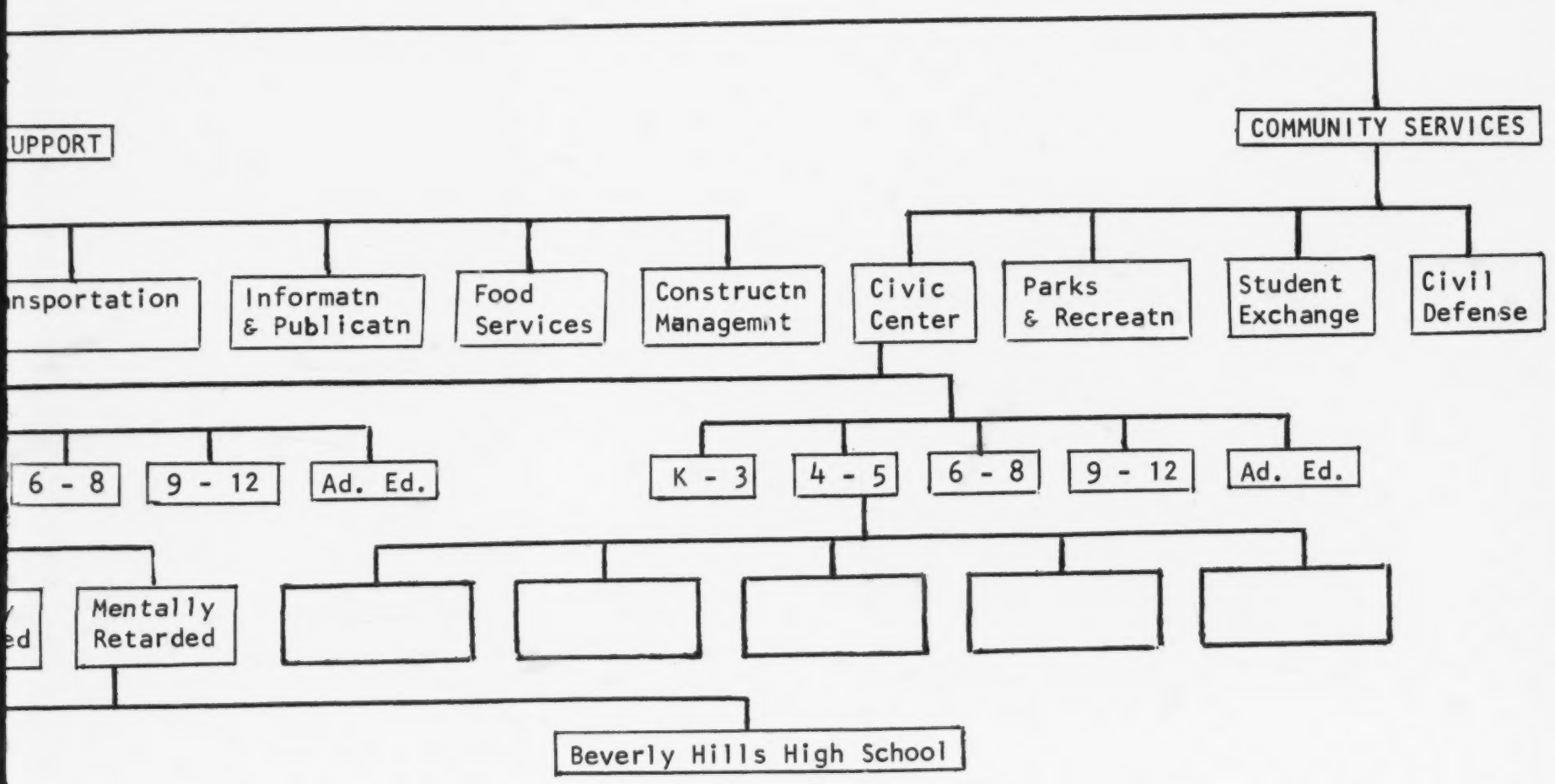
Horace Mann
K
Ten Forms
4
Grades
8



PPBS PROGRAM STRUCTURE
Tentative

The three remaining elements of the conceptual design Program Codes, Program Budget, and Multi-Year Financial Plan were studied and discussed.

According to recent Minutes of the State Advisory Commission on PPBS, the development of accounting forms to accommodate the new coding system is in progress and subject to the approval of the State Board of Education. Models provided in the guidelines were studied, as well as sample program budgets from several of the pilot districts. Our purpose was to develop a program structure that would be compatible with the coding system shown in the guidelines. However, until further decisions are made at the State level to give more direction to local districts, it was felt sufficient to be familiar with these concepts for future application.

In any discussion of a management system, which is basically what PPBS is, it is necessary to determine inputs in terms of the data bank required to assure that all pertinent information has been considered in the decision making process.

DATA BASE

For an educational PPBS, a data base comprised of six major categories of data must be developed and recorded within a multiyear framework: (1) pupil statistics; (2) program information; (3) personnel assignments; (4) facilities usage; (5) fiscal data; and (6) community profile data.

Pupil Statistics. The evaluative criteria used to assess the achievement of objectives and the success of their corresponding programs will vary and may include not only classroom test results but other pupil statistics such as drop-out rate, college entry rate, and return-to-school rate. It will therefore be necessary to record such statistics in a consistent format and to report these statistics in specific time frames and against specific programs. The multiyear financial planning process will require projections of pupil enrollment data not only in terms of number of students but also categorized by predicted socioeconomic changes within the community.

By reflecting community needs, these statistics may also indicate the requirement for new programs. By maintaining such statistics for long periods of time, it will be possible to develop behavioral patterns, trend reports, and long-range program evaluations.

Program Information. Such program data as goals, objectives, and evaluative criteria for each individual program operating in the school district must be recorded, stored, and reported. These data required both for the basic instructional programs, such as mathematics, English, and social sciences and for the support programs, such as counseling, career guidance, ancillary services, transportation, and the like.

Personnel Assignments. At least two major areas of information on school district employees are required by the PPBS: (1) assignment information; and (2) payroll

information. For example, within the PPBS framework, a district may choose to distribute a first-grade teacher's pay to several first-grade programs while charging all of the kindergarten teacher's salary to a single preformal program. For a high school Spanish teacher who works two periods a day as a counselor, who is assigned as an assistant football coach three months of the school year, and who teaches driver training on Saturdays, specific portions of his salary should be charged to the Spanish program, the counseling program, the physical education program, and the driver training program. The recording of personnel assignments is therefore a necessary part of PPBS.

Facility Usage. In a PPBS the expenses involved in the operation and maintenance of the facilities of each school district are charged against the specific facility and are identified with the programs served by that facility. This procedure enables reporting of true program costs.

Fiscal Data. At the present time, the districts are required to account for specific costs, such as teachers' salaries, supplies, materials, equipment, and contracted services for federal and state-funded programs. PPBS requires refinement and utilization of these program accounting techniques. The level of detail to which these techniques must be refined depends upon the number and complexity of programs within the district and the number of levels developed in the program structure.

Community Profile Data. The category of "Community Profile Data" is entirely free form and is left to the administration of the individual school district. The decision-making process, especially at the higher levels, may require data describing the society in which the educational system operates. These data will assist in identifying the requirements and needs of the community. They may include demographic information, unemployment statistics, or figures on income, ethnic groups and economic growth.

SYSTEM ANALYSIS

As the school districts begin their efforts toward

implementation of a PPBS, formal system analysis will be used in a minor role, since very few programs will be analyzed at this stage. Realistically, most initial implementation effort will deal largely with the proper grouping of related ongoing programs that support the goals and objectives. Subsequent to the PPBS implementation, system analysis will play an increasingly significant role in the revision of ongoing programs or the introduction of new programs, particularly in crucial areas influenced by the changing requirements of society. Continuing evaluation of these implemented programs is a necessary ingredient of a viable system analysis process.

It would be both misleading and inappropriate to imply that each district, school, department, or classroom teacher must have the immediate analytical capabilities to perform complex economic or cost-benefit analysis in order to initiate a PPBS. System analysis is, however, an essential element of the PPBS and ultimately will be required.

System analysis is an approach to decision making that emphasizes the follows:

a. Definition of educational problems.
b. Development of alternative programs
c. Analysis of alternative solutions
d. Recommendation of preferred programs(s)

Charles J. Hitch, President of the University of California, summarized the concept of system analysis in this way:

> It is my experience that the hardest problems for the systems analyst are not those of analytic techniques..... what distinguishes the useful and productive analyst is his ability to formulate the problem; to choose appropriate objectives; to define the relevant, important environments or situations in which to test the alternatives; to judge the reliability of his cost and other data, and not least his ingenuity in inventing new systems or alternatives to evaluate.

350

FUTURE PLANNING

AND

IMPLEMENTATION

In the following discussion of plans for implementing PPBS in the district, two conditions apply. First, the possibility of a change in direction that the State Advisory Commission and the Legislature could take in statewide implementation, and the possible change in the present target date, 1972-73. The second consideration which is contingent upon the first is the pace at which this district would want to proceed.

At present the actions of the State Advisory Commission would indicate a consistent direction toward eventual implementation, but an advanced target date, for implementation, possibly 1973-74. From the district's point of view, in terms of planning, personnel, materials, in-service training, statements of goals and objectives, evaluation, and eventual development of a Program Budget, PPBS would have considerable impact on every area of district operation. The degree to which commitment among staff to a direct relationship between dollars spent and measurable, pre-specified results to be obtained would be the measure for eventual success of the program.

Working on the assumption then that the district will implement PPBS by the present target date, 1972-73, the Flow Chart (see Fig.1) shows a top level informational meeting (1.3) on October 16, 1970. The plan and purpose of this meeting is as follows:

> A top level informational meeting to be held Friday, October 16, 1970 from 8-12 A.M. in Conference Room B, Administration Building. Participants will include Mrs. Sybil Jaffy Chairman of PPBS Task Force, Members of the Board of Education, Members of the Cabinet, Officers of the professional and classified organizations of the district, (B.H.E.A., B.H.A.F.T., B.H.C.S.E.A.)and representative teachers from each school selected by the principal (two from each elementary school, possibly four from the High School). The group will number 40 approximately.
> Mrs. Jaffy, the presentor, will use the most appropriate oral, written, and audio-visual methods available to present the information.

Functional Flow Chart - Planning and Implementation PPBS for BHUSD
(planning draft)

Figure 1

summer 1970 7/16

1.1 Present Interim report to Board on progress of PPBS Work Shop

7/24

1.2 Present Final Report to Board on levels of accomplishment of Wk Shop and implementation plans

10/16

1.3 Top level informational meeting
General orientation
Elements of PPBS
½ day A.M.

1.3.1 Board, Cabinet representative teachers, representative classified

1970 11/2

1.4 Presentation on video tape to entire staff to present concept of PPBS Simulcast

1.4.1 follow by discussion at faculty centers.

11/9

1.5 Evaluation by PPBS Task Force of feedback

1.5.1 interaction with Superintendent, Board of Education

Jan'71 June '71

1.6 Present informational sessions on PPBS and behavioral objectives to selected staff members.

1.6.1 alternate Wednesdays
1.6.2 released time
1.6.3 6 - 8 sessions
1.6.4 possibility of course presentation via IRS

April 1971

1.7 Evaluation of Information sessions
Plan for summer workshops

1.7.1 by task force ?
1.7.2 define content of summer workshop

July 1971

1.8 Summer Workshops conducted

1.8.1 Reading, Math English K-12
1.8.2 Course goals sub-goals, objectives

July 1971

1.9 Evaluation of 1.8

Editing plan for Summe 1972

Evaluate

S.J.-7/2/70

The purpose of the meeting will be two fold: to present background information on PPBS including the need for evaluation, legislation relative to, present state of PPBS, review of 1970 PPBS Workshop, and the requirements for further implementation.
In addition to the presentation of information there will be an endeavor to establish positive attitudes toward PPBS, and the need to establish priorities in education (emphasis on self-actualization, human values, and excellence of knowledge. The idea will be presented that PPBS is the best method available for designing a program of instruction (education) and evaluating its outcomes.

The informal evaluation of this meeting would provide a direction for the video tape simulcast on November 2, the purpose of which is to inform the entire staff of what the implications are to the district, and to generate enthusiasm and subsequent discussion in separate faculty groups. Mr. Peters would be the main presentor with the possibility of Mrs. Jaffy giving some of the factual information. Building principals would then have evaluative instruments to administer to their faculty groups following the simulcast and before any general discussion. These would be designed to measure attitudes toward, knowledge of, and previous training of staff in the elements of PPBS.

This evaluation information would be used by the Task Force as the basis for planning the informational sessions for Spring Semester 1971 - (1.6 on Flow Chart).

From a cost/effective standpoint, these sessions could be presented best on video tape, and viewed by each staff member through the Information Retrieval System at his own convenience. The possibility of offering two semester credits for 36 hours of work through Pepperdine College would be explored. Those who would want to earn University credit would be required to submit responses to weekly video taped presentations which would then be evaluated and returned. In addition to a discussion of the elements of PPBS, the course would be designed primarily to teach participants to write goals, sub-goals, and behavioral objectives at the course level in the cognitive, affective, and psychomotor

domain with required and suggested reading.

English, Reading, and Math specialists will be encouraged particularly to participate as these are the subject matter areas which the Task Force has designated for the Summer 1971 Workshop. In the opinion of the Task Force such trained personnel could produce goals, sub-goals, and objectives at the course level in English, Reading, and Math in grades K-12 during the 1971 Summer Workshop.

Plans A and Alternative Plan B are outlined below:

Workshop - Summer, 1971

Plan A

Subject Areas	Personnel	Estimate of costs $47. per day, 5 days	Purpose
I. Math	H.S. Teachers	3 x $235. = $705.	To write goals, sub-goals and objectives for Math, from Kindergarten through 12th grade.
	7th & 8th Teachers	2 x 235. = 470.	
	4th,5th,6th Teachers	2 x 235. = 470.	
	Forms Teachers	2 x 235. = 470.	
		Sub-Total - $2,115.	
I. English	H.S. Teachers	3 x $235 = $705.	To write goals, sub-goals and objectives for English from Kindergarten through 12th grade.
	7th & 8th Teachers	2 x 235.= 470.	
	4th,5th,6th Teachers	2 x 235.= 470.	
	Forms Teachers	2 x 235.= 470.	
		Sub-Total - $2,115.	
I. Reading	Forms Teachers	3 x $235. = $705.	To write goals, sub-goals, and objectives for Reading from Kindergarten through 6th grade.
	4th,5th,6th Teachers	3 x 235. = 705.	
		Sub-Total $1,410.	
IV. Leader-ship	Workshop Chairman	1 x $235. = 235.	To direct and assist in writing goals, sub-goals and objectives. To co-ordinate writing teams and evaluate results.
	Group Leaders	2 x 235. = 705.	
		Sub-Total - $940.	
V. Support	Secretary, part-time, work area, supples.	10% x personnel = 650.	To provide Workshop support for writing goals, sub-goals & objectives.
		Total of Estimated Costs = $6,995.	

Plan B

Would be the same in all details except that it would eliminate the Subject Area Reading and would result in a net saving of $1,410. Because Reading is a basic area of instruction and trained personnel would be available, the Task Force recommends that Reading be included as one of the foundation programs in implementation of PPBS.

Planning for school year 1971-72 would be contingent on evaluation of the previous summer workshops, however optimistic time would permit the continuing specification of goals and objectives at the course level in the remaining academic areas. Additionally, goals and objectives would be written for all instructional programs and support services that appear on the Program Structure for the district.

Once this activity is completed, bearing in mind that goals and objectives change as they reflect community needs, a Programmed Budget can then be developed which relates costs to expressed desired outcomes. In a detailed plan, optimistic time would project a sample Program Budget for 1972-73 school year.

PERSONNEL

Each person involved in implementing PPBS would have to be equipped with the skills necessary in order to function in a total managerial system.

However, ultimate responsibility for planning and implementing would logically be vested in a distinct leadership position. The individual selected would assume the following responsibilities:

A. Continued in-service training of staff - orientation of community.

1. Direct instruction planned over a two year period relative to PPBS.
2. Coordinate with curriculum development at department and grade level.
3. Research, selection, and dissemination of appropriate materials.
4. Production of materials not available.

B. Continued planning for implementation

1. Work with Assistant Superintendent of Business in development of Program Budget.
2. Plan workshops, informational meetings at each stage of implementation.
3. Set target dates for completion of each step.
4. Develop calendars.
5. Identify constraints and provide solutions.
6. Perform editorial function to develop consistent format and establish quality controls.
7. Work out necessary changes and conversions for data processing.
8. Design evaluation instruments, administer, compile results.
9. Interpret and apply results of evaluation.
10. Consultation and interaction with staff, task force, administration, Board, Community, other districts, and State agencies.

C. Implementation

1. Continued evaluation and updating.
2. Continued development of alternate plans, and cost/benefit analysis of alternatives.

Qualifications for this position would include:

1. Wide background and knowledge of system design as it applies to PPBS.
   1a. Experience in design and use of evaluation techniques.
2. Ability to communicate with administration, staff, task force, consultants, parents and students.
3. Familiarity with Beverly Hills Unified School District's program structure.
4. Ability to function in a leadership role.
5. Strong abilities in verbal and written communication.

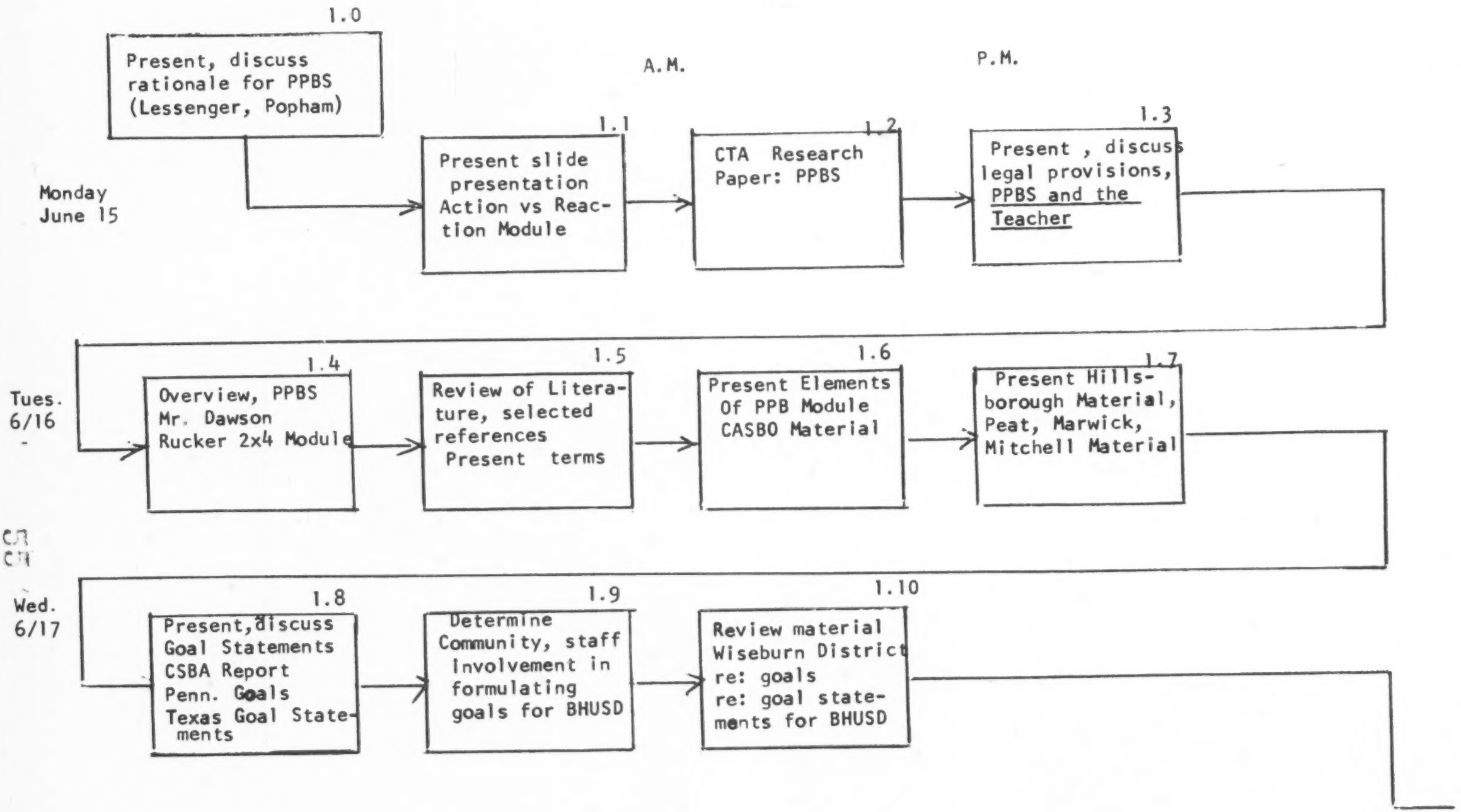
APPENDIX

WEEKLY PLANNING CHARTS

WEEKLY SUMMARIES

WISEBURN VISITATION

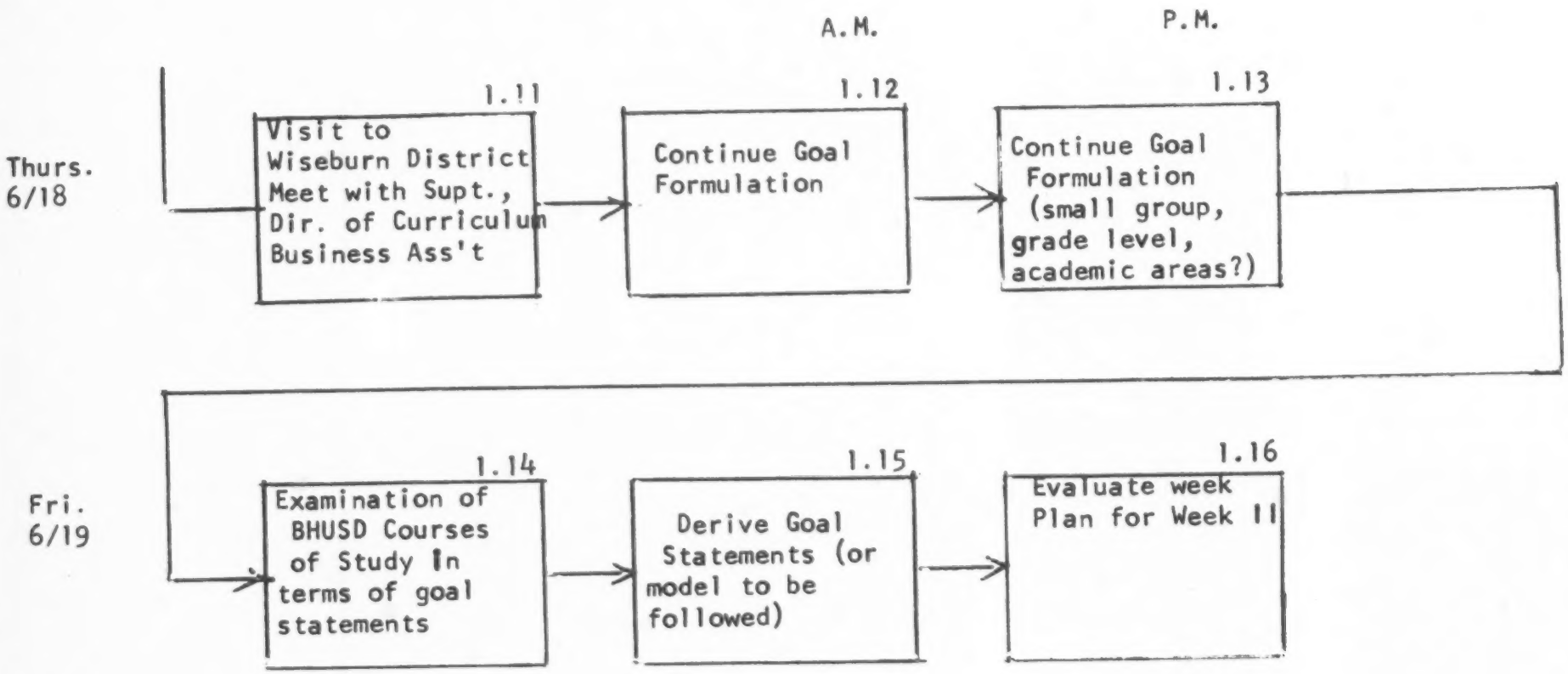
FUNCTIONAL FLOW BLOCK DIAGRAM FOR PPBS PRESENTATION - Week 1 June 15-19 BHUSD



PLEASE NOTE
For the first week, we will be meeting in the board room.

CONTINU

Week 1 continued



S. Jaffy
6/10/70

4/7

SUMMARY OF FIRST WEEK'S ACTIVITIES
P.P.B.S. WORKSHOP - JUNE 15-19,1970

MONDAY, JUNE 15

Charge: 1.0 - 1.3

A general orientation to the responsibilities of the P.P.B.S. Workshop was presented by the Chairman, Mrs. Jaffy, and the Flow Chart for the first week's activities was discussed.

The paper by Dr. Leon Lessinger, "Accountability for Results," and Dr. James Popham's work, "Probing the Validity of Arguments Against Behavioral Goals," which had been distributed the previous week, were discussed, and general agreement of the need for accountability in public education was expressed by the group.

The legislative background of P.P.B.S. in California and the structure and the role of the State Advisory Commission were presented. Background material ("CTA Research Report, No. 104") was distributed.

Mrs. Jaffy presented a series of transparencies which were part of the State Framework on P.P.B.S. and included materials from Peat, Marwick, and Mitchell, which explained the seven major elements:

1. Goals
2. Objectives
3. Programs
4. Program Structure
5. Program Codes
6. Program Budget
7. Multi-year Financial Plan

Of considerable interest to the group was the concern that in the statements of goals and objectives that the humanistic commitment, that this school district has traditionally had, has not been forgotten. Resistance to P.P.B.S. was pointed out in materials that were distributed, including the statement prepared by the San Diego Teachers Association and the National Council of the Teachers of English.

TUESDAY, JUNE 16

Charge: 1.4 - 1.7

A presentation by Mr. William Dawson of the Los Angeles County Superintendent of Schools Office was made. The slide tape presentation, which emphasized the importance of a systematic approach to instructional decision making, generated much discussion. Mr. Dawson was available as a resource person during this discussion, and was able to cite examples of typical kinds of problems that school districts have faced as they move into P.P.B.S. A bibliography of source material and a glossary of terms were distributed by Mrs. Jaffy.

WEDNESDAY, JUNE 17

Charge: 1.8 - 1.10

Examples of goals statements from the Hillsborough City School District, the Ceres Unified School District, the Weisburn School District, the Palmdale School District, and the Texas State Department of Public Education were distributed. These goals statements ranged from the global and very general, such as Texas, to the very detailed and subdivided statement from Weisburn. The Hillsborough statement was particularly interesting to the Workshop because of its incorporation of the program coding system.

A Guide to Information on P.P.B.S. was distributed.

Throughout the discussion of goals development, there was a general concern on the part of the Workshop that the community, as represented by the Board of Education, should be involved. The Workshop directed its Chairman to draft a letter of invitation to the Board of Education asking their help in the development of educational goals. Mrs. Zussman prepared a chart comparing the various goals statements discussed. This chart points out the universality of educational goals and that goal statements are needed in the area of cultural understandings and establishment of a positive self-image and feeling of worth.

THURSDAY, JUNE 18

Charge: 1.11 - 1.13

In the morning, the Workshop visited the Weisburn School District. Mrs. Heider is preparing a summary of that field trip.

In the afternoon, the Workshop saw and reacted to three of the slide tape presentations on "Instructional Objectives," prepared by Dr. Popham. Of particular concern to the Workshop was the importance of educational objectives in the affective and psychomotor domains as well as the cognitive.

FRIDAY, JUNE 19 - A.M.

Charge: 1.14

Individual activities included Weisburn Visit Summary, Examination of Beverly Hills Unified School District Courses of Study for Goals and Objectives, Preparation of Comparative Goals Chart, Preparation of Planning Chart for Week II.

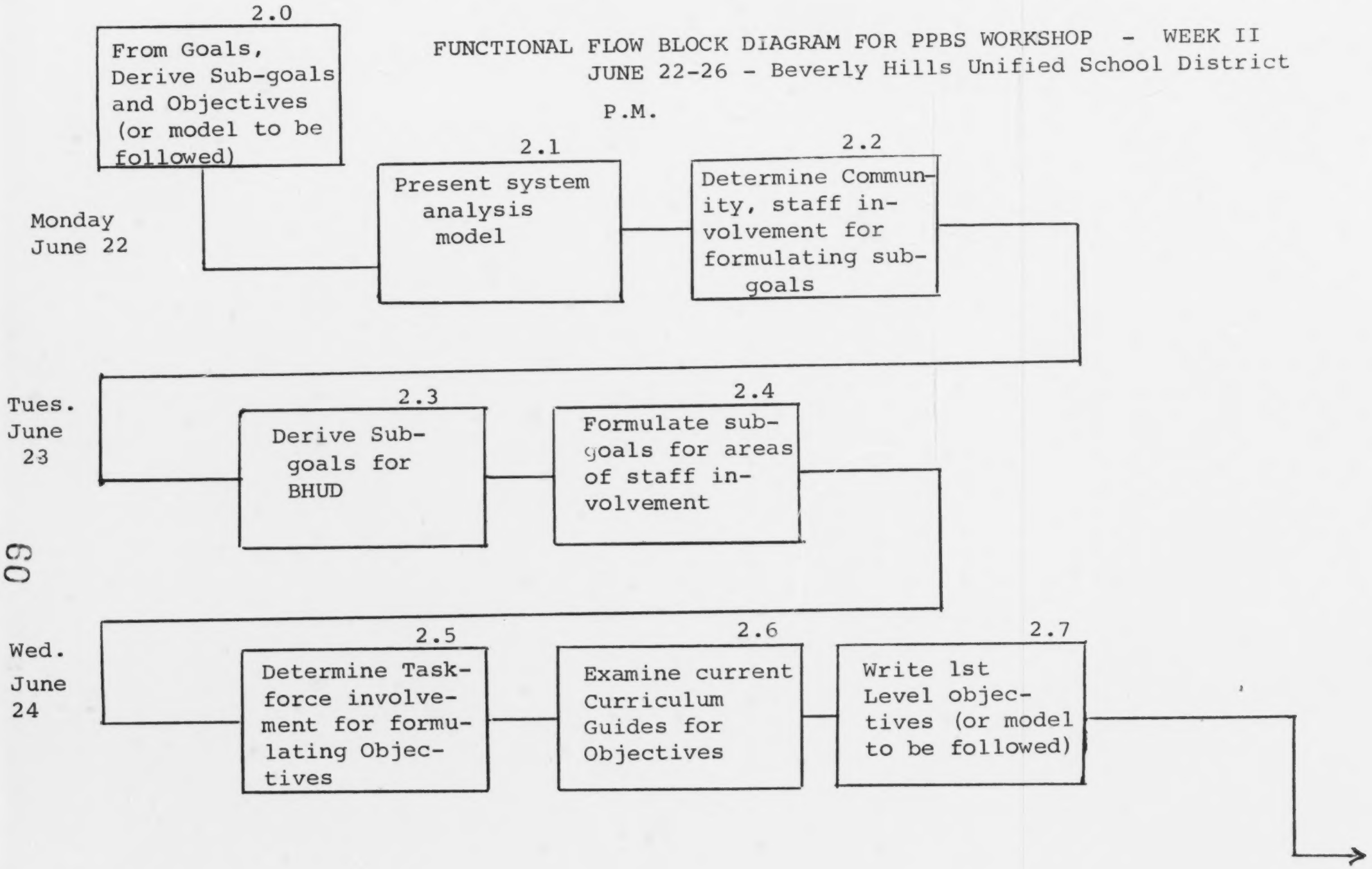
FRIDAY, JUNE 19 - P.M.

These activities are included in the Summary for Week II.

DMG/6-19

FUNCTIONAL FLOW BLOCK DIAGRAM FOR PPBS WORKSHOP - WEEK II
JUNE 22-26 - Beverly Hills Unified School District

P.M.



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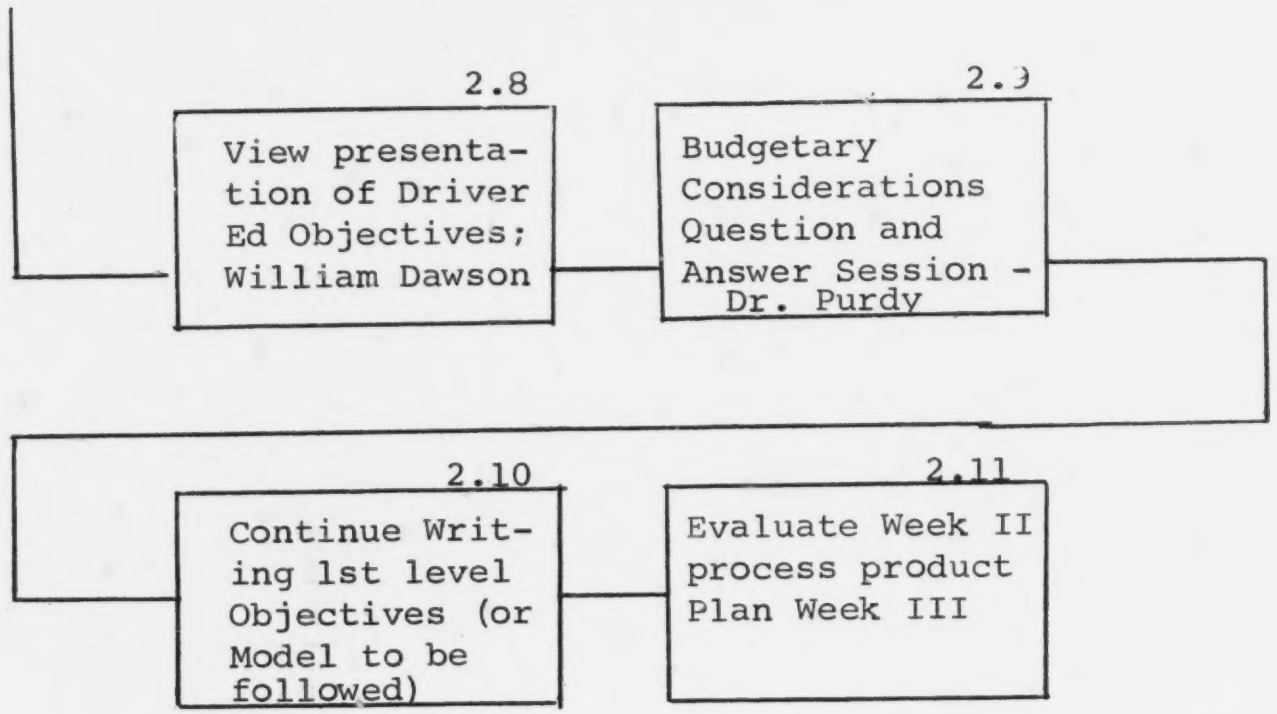

PLEASE NOTE:

MEETINGS ARE IN CONFERENCE ROOM B COMMENCING AT 1:30 P.M.

M. HANDELSMAN
6/19/70

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SUMMARY OF THE SECOND WEEK'S ACTIVITIES P.P.B.S. COMMITTEE

FRIDAY - June 19th

Mrs. Jaffy presented Pepperdine Materials relating to the writing of Behavioral Objectives. These materials provided practice in identifying four major components of Behavioral Objectives:

1. WHO? -- the individual to perform
2. WHAT? -- the behavior to be exibited
3. WHEN? -- the performance conditions
4. HOW? -- the measure, the criterion of success

MONDAY - June 22

Due to the absence of several group members, individual members worked on preparation of materials for use in the workshop.

TUESDAY - June 23

Mrs. Jaffy presented materials describing one form of Systems Analysis approach to problem solving, (The Kaufman Model). This model provided for:

Analysis including
- Mission Analysis
- Functional Analysis
- Task Analysis
- Methods-Means Analysis

Synthesis i.e. coming up with a viable solution

WEDNESDAY - June 24

The group was joined by Mrs. Hutter and Dr. Prince in response to the materials sent to the Board from this Committee. The broad classification of Goals was discussed in detail to incorporate the suggestions of Mrs. Hutter and Dr. Prince. Mrs. Hutter was particularly concerned with the development of attitudes. Dr. Prince provided a list of topics he would like to see covered in any new Goal Statement.

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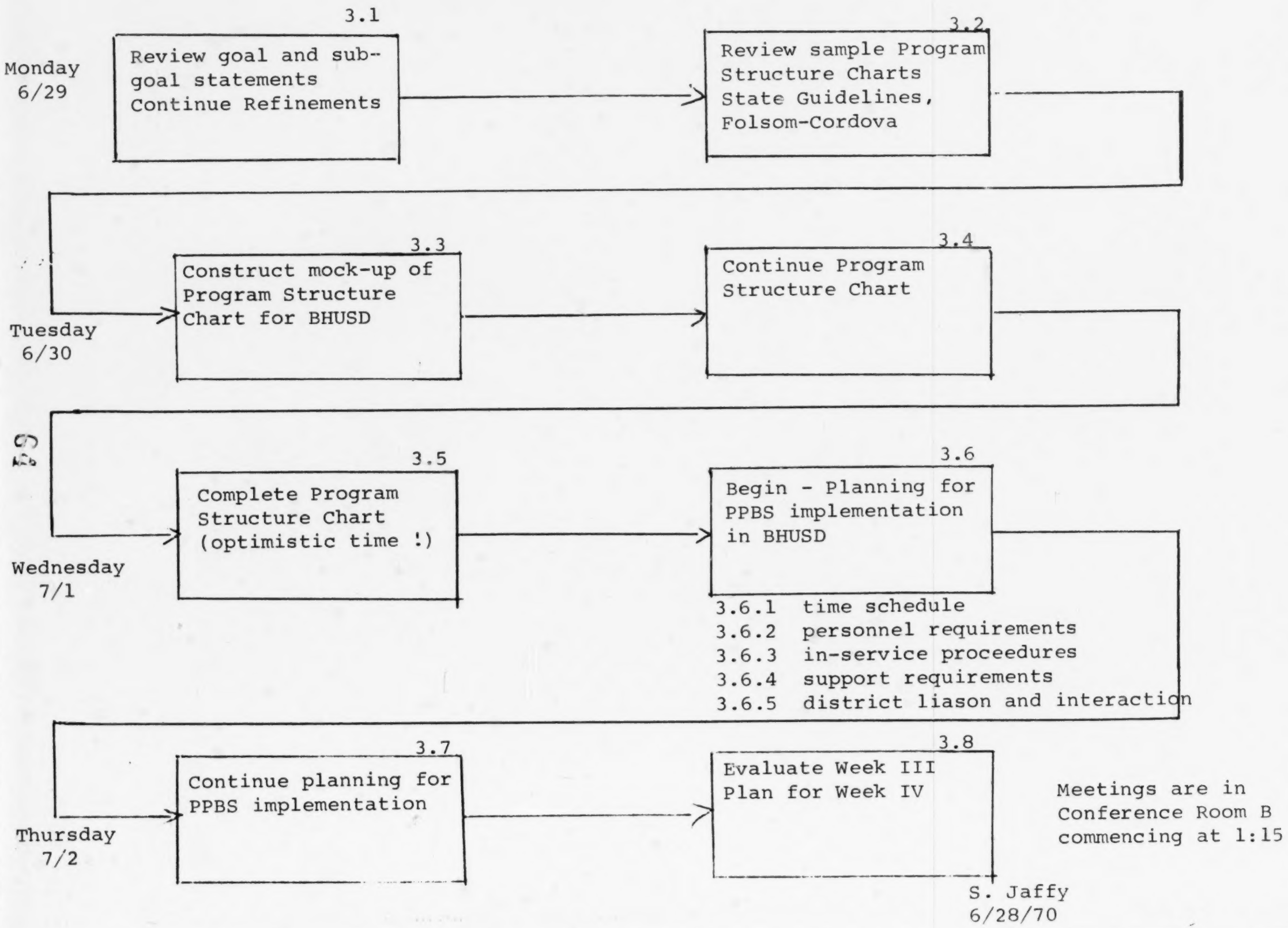
THURSDAY - June 25

William Dawson from the County Office joined the group again and presented a further slide program outlining a PPB approach to Driver Education and Training. Dr. Purdy was also present at this session and discussed the aspect of budgeting problems. John Kinney of BHEA was a visitor at this session and raised questions relating to teacher involvement and Objectives beyond the Cognitive Domain.

FRIDAY - June 26

The tentative District Goals were reworked in the light of the Comparative Chart of Goals from other Districts and of the comments and suggestions of the two Board Members. Materials from Saugus were also distributed.

FUNCTIONAL FLOW BLOCK DIAGRAM FOR PPBS WORKSHOP - WEEK III
JUNE 29 - JULY 2 - Beverly Hills Unified School District



SUMMARY OF THE THIRD WEEK'S
ACTIVITIES - PPBS WORKSHOP - 6/29-7/2

MONDAY, JUNE 29

CHARGE: 3.1 and 3.2

Further refinements were made on the goal and sub-goal statements. Development of the district philosophy was discussed, and a sample was developed by Dr. Rowen. Sample Program Structure Charts were reviewed from Folsom-Cordova, Wiseburn, and the State Guidlines. Plans for a program structure chart for BHUSD were formulated.

TUESDAY, JUNE 30

CHARGE: 3.3 and 3.4

A mockup was developed of the Program Structure Chart. Level II programs, Level III types of programs and services, Level IV life span, and Level VI grade placement were identified.

WEDNESDAY, JULY 1

CHARGE: 3.5 and 3.6

Continued work on Program Structure Chart. Reserved placement of some programs on chart for consultation with Superintendent. Discussed and developed flowchart for implementation of PPBS in the district.

THURSDAY, JULY 2

CHARGE: 3.7 and 3.8

Reviewed and addended Implementation Chart presented by Mrs. Jaffy. Mr. Peters joined the workshop group to assist in the placement of programs on the Program Structure Chart, and to give general guidence and suggestion. There was basic agreement on the three facets of the workshop; to instruct in the areas of Program Planning and Budgeting, to identify those elements which this workshop group could carry to some level of achievment, and to identify those elements which would require additional staff and time. The Implementation Plan was discussed and approved with some minor additions. It was indicated that additional planning for 1971-72 is in progress.

FUNCTIONAL FLOW BLOCK DIAGRAM FOR PPBS WORKSHOP - WEEK IV
JULY 6 - JULY 10 B.H.U.S.D.

MONDAY JULY 6

4.1 Continue placement on Program Structure Chart - programs and services in district

4.2 Assign detail sub-structure of P.S.C. according to expertise of participants

TUES, JULY 7

4.3 Construction of sub-charts for P.S.C. (individual work)

4.3.1 Instructional Support - Media to Level V - Gibson
4.3.2 Instruction - Basic - K-3 to Level V - Handelsman
4.3.3 Instruction - Basic - 6,7,8 - to Level V, Zussman
4.3.4 Instruction - Basic - 9-12, Carlen
4.3.5 Finalize top level P.S.C. - Rowen
4.3.6 General support, administrative detail, Jaffy

Wed. July 8

4.4 Critique and review of 4.3

THURS. JULY 9

4.5 Finalize 4.3.1-4.3.5

FRI JULY 10

4.6 Determine areas for goal statements Review Saugus, Folsom-Cordova mater.

4.7 Finalize graphics for Board presentation (Mr. Higgens

S. Jaffy 7/7/70

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SUMMARY OF FOURTH WEEK'S ACTIVITIES
P.P.B.S. WORKSHOP - JULY 6-10, 1970

MONDAY, JULY 6

Charge: 4.1,4.2

Sample Program Structures from Folsom-Cordova and Hillsborough were distributed and discussed. A major concern centered on the advisability of designating individual schools on the Program Structure to indicate that the schools are the "Responsibility Centers", and that all costs, direct and indirect, are placed at the school level. After further discussion it was concluded that the schools should be designated at the top of Level VI so that while goals and objectives are the same for all programs and services offered in the district, the strategy for reaching them would vary among the four elementary schools. The basis would then be provided for a cost comparison among the four schools.

TUESDAY, JULY 7

Charge: 4.3

Working from the top level Program Structure which had been developed, sub-charts were developed individually according to each person's area of expertise. (As indicated on Functional Flow Diagram for Week IV).

WEDNESDAY, JULY 8

Charge: 4.4

Critique and continuation of 4.3

THURSDAY, JULY 9

Charge 4.5

Sub-charts were finalized, and additional responsibilities were assumed by Mrs. Zussman and Dr. Rowen to breakout Instruction, Basic 4-5, and Instruction, Special Programs K-12 respectively. In addition Mr. Carlen offered to prepare the top level Program Structure for presentation at the July 16 meeting of the Board of Education. This activity is tentative pending consultation with Mr. Higgins on Friday.

Discussion then centered on the possibility of developing a more viable configuration for Level IV of the Program Structure. The K-3,4-5,6-8, and 9-12 catagories for Life Span of Programs and Services as set forth in the State Guidelines was felt to be somewhat limiting for this district. Dr. Purdy advised that we follow the guidelines, but continue our thinking toward a better solution to indicate Life Span at Level IV
A Statement of Philosophy from Webster Grove, Missouri School District was distributed, and then compared with the goal statements for B.H.U.S.D. to determine if we had covered all areas mentioned.
Attention was then turned to developing goals, sub-goals, and objectives for the programs and services which have been identified. This activity will be pursued on an individual basis on Friday. The complete Programmed Budget from Folsom-Cordova District was distributed and discussed.

FRIDAY, JULY 10

Charge: 4.6

Individual activity on development of statements.
Mr. Higgins consulted with Mr. Gibson and Mrs. Jaffy concerning the most feasible way to develope the graphic materials required for the July 16 Interim Report of the P.P.B.S. Workshop to the Board of Education.

FUNCTIONAL FLOW BLOCK DIAGRAM FOR PPBS WORKSHOP - WEEK V
JULY 13 - JULY 17 B.H.U.S.D.

MONDAY
JULY 13

5.1
Distribute, discuss
Folsom-Cordova
Program Budget
Review Webster
Grove Goals

5.2
Review CEIS material
Review CASSA State-
ment on objectives
Continue breakout
of Program Structure

TUESDAY
JULY 14

5.3
Finalize Program
Structure
Finalize Board
Presentation

5.4
Continue extraction
of goals, sub-goals
from courses of
study

5.4.1 English, Mrs. Zussman
5.4.2 Reading/Math, Mrs. Handelsman
5.4.3 9 - 12, Mr. Carlen

WEDNESDAY
JULY 15

5.5
Continue goals and
sub-goals from
courses of study
Continue sub-charts
of Program Structure

5.6
Critique responses
to attitudinal and
cognitive measures
from WEEK I

THURSDAY
JULY 16

5.7
Set up Board Room
for visuals for
presentation
Continue 5.4, 5.5

FRIDAY
JULY 17

5.8
Discuss implications
from Board Report
Plan for WEEK VI

S.J. 7/13/70

SUMMARY OF THE FIFTH WEEK'S ACTIVITIES P.P.B.S. COMMITTEE

MONDAY - JULY 13th

The Folsom-Cordova Program Budget listed their goals and objectives. These were read, discussed and evaluated as being a restatement of their programs. The purpose of reviewing the Webster Grove Goals was to compare their goals with our own and others we have seen, making sure that all important areas had been covered in our own. We found that we had indeed covered these prime goals.

The C.E.I.S. material presented a proposal for collecting pupil data which will facilitate in record keeping for P.P.B.S. We briefly reviewed CASSA statement on objectives which enumerates evaluative criteria.

We also refined the Beverly Hills Unified School District's Program Structure.

TUESDAY - JULY 14th

Continued refinement of the Beverly Hills Unified School District's Program Structure and preparation for the Thursday presentation was our task for Tuesday.

We also continued the extraction of goals, and sub-goals from the present courses of study.

WEDNESDAY - JULY 15th

We continued to write goals and sub-goals from our present course of study and reworked and extended our sub-charts of the Program Structure.

The response sheets to the Week I presentation of P.P.B.S. were reviewed and re-evaluated.

THURSDAY - JULY 16th

For the evening presentation to the board, the visual presentation was refined and finalized.

FRIDAY - JULY 17th

The Board Presentation was discussed and the implications were incorporated in future implementation of P.P.B.S.

FUNCTIONAL FLOW BLOCK DIAGRAM FOR PPBS WORKSHOP - WEEK VI
JULY 20 - JULY 24 B.H.U.S.D.

MONDAY
JULY 20

6.1 Plan methods/means and costs for Implementation PPBS in District

6.2 Plan contents and format of final report of Workshop

TUESDAY
JULY 21

6.3 Determine writing assignments for final report

6.3.1 Introduction/Position, Zussman and Rowen
6.3.2 Conceptual Design and Rationale, Gibson, Carlen
6.3.3 Progress and Levels of Accomplishment, Dible
6.3.4 Planning and Implementation, Jaffy, Handelsman

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WEDNESDAY
JULY 22

6.4 Continue 6.3
Critique Part I
Finalize for typing

THURSDAY
JULY 23

6.5 Continue 6.3
Critique Part II
and III
Finalize for typing

FRIDAY
JULY 24

6.6 Continue 6.3
Critique Part IV
Produce final report

END PROJECT

S.J./7/20/70

SUMMARY OF THE SIXTH WEEK'S ACTIVITIES P.P.S.S. COMMITTEE

MONDAY - JULY 20th

Charge 6.1, 6.2

The tentative time line Flow Chart for implementation of P.P.B.S. in the District was reviewed. Alternative plans for Teacher Workshop Groups were discussed in the light of costs involved. The format of a followup questionnaire relating to the simulcast was discussed, together with a possible attitudinal survey to precede the presentation, and to be distributed after the top level meeting on October 9th.

TUESDAY, JULY 21st

Charge 6.3

Members of the Workshop were assigned to write draft sections of the final report:-

Introduction/Position Statement - Zussman & Rowen
Conceptual Design & Rationale - Gibson & Carlen
Progress & Levels of Accomplishment - Dible
Planning & Implementation - Jaffy & Handelsman

WEDNESDAY, JULY 22

Charge 6.4

The Workshop was again joined by Dr. Prince. Mrs. Handelsman introduced her original game "Appletunity" an approach to familiarize teachers with the writing and use of appropriate Behavioral Objectives necessary to P.P.B.S. The group felt that this technique might prove useful in orienting teachers to Behavioral Objectives. Dr. Rowen and Mrs. Zussman presented their draft Introduction & Position Statement for consideration and revision by the Workshop and Dr. Prince.

THURSDAY, JULY 23

Charge 6.5

The Introduction & Position Statement for the final report was finalized for typing. Group members worked on their sections of the final report.

FRIDAY, JULY 24

Charge 6.6

Parts II, III, and IV were critiqued by the group for final typing.

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D A T A A D D E N D U M

PLANNING AND IMPLEMENTATION, P.P.B.S.

WISEBURN SCHOOL DISTRICT

TIME NET-WORK	WISEBURN P P B.S MODEL	PARTICIPANTS	TIME	MONEY	SUGGESTED CHANGES
BEFORE '69	STEP I. DEVELOPMENT OF PHILOSOPHY	BOARD	1 YEAR		INTERACTION WITH GOALS WRITING
SUMMER 1969	STEP II. DEVELOPMENT OF TEN GOALS & OBJECTIVES ('69) a. MATH, SCIENCE READING & LANGUAGE ARTS b. LARGE GROUP CRITIQUE c. PLANNING COMMITTEE FOR FOLLOWING YEAR	PEAT, MARWICK & MITCHELL	3 DAYS +	PAID	a. COMMUNITY PARTICIPANTS - SELECT PEOPLE - 1. NOT P.T.A. 2. NOT PRESSURE GROUPS 3. TAXPAYERS 4. INCLUDE SOME WHO ARE NOT PARENTS OF SCHOOLAGED CHILDREN b. DO NOT HAND TO TEACHERS BEFORE INVOLVED - LACKED EVALUATION TECHNIQUES
		3 BOARD MEMBERS	MEMBER'S OPTION	PAID	
		CLASSIFIED (one Dept. head from each section)	3 DAYS	PAID	
		CERTIFICATED (12 Teachers- 2 from each school	26 DAYS	PAID	
		PRINCIPALS	THEIR OPTION		
SCHOOL YEAR 1969-1970	STEP III - IN-SERVICE DAY ('69)	4 CONSULTANTS	1 DAY	PAID	a. DID NOT FOLLOW PLANNING COMMITTEE SUGGESTIONS
		CERTIFICATED (ALL TEACHERS)	1 DAY	PART OF CONTRACT	
		PRINCIPALS	1 DAY	PART OF CONTRACT	
		MEDIA (POPHAM'S FILM STRIPS)	1 DAY		
SPRING 1970	STEP IV. FACULTY INVOLVEMENT WRITING OBJECTIVES	CERTIFICATED (ALL TEACHERS) PRINCIPALS	2 WEDS. #3:30 - 5:00	IN LIEU OF FACULTY MEETING	a. GREAT STAFF RESISTANCE - USE MINIMUM DAYS.

SPRING 1970	STEP V. FACULTY DEVELOPMENT OF OBJECTIVES	CERTIFICATED (ALL TEACHERS) PRINCIPALS	3 WEDS. 2:00 - 3:30	PART OF WORKING DAY	SUCCESSFUL
SUMMER 1970	STEP VI. OBJECTIVES DEVELOPMENT WORKSHOP	CERTIFICATED (32 TEACHERS)		PAID	

M. HANDELSMAN
6/22/70

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SUMMARY OF VISITATION OF WISEBURN SCHOOL DISTRICT --
PPBS -- JUNE 18, 1970

Wiseburn School District has been interested in behavioral objectives long before they were involved in PPBS. When the State announced plans for PPBS, Wiseburn applied to be a polot district. Since they were not chosen as a participating district, they contacted the accounting firm of Peat, Marwick, and Mitchell which was working through the State with the pilot districts. They worked out a financial arrangement with the firm for consultant services to the District starting in the summer of 1969.

The following sequence of events details the steps taken in the implementation of PPBS -

STEP I - Development of a philosophy statement

A committee was formed to develop a philosophy statement with the following membership -- school board, administrative staff, and key teachers. The group worked a year and came up with this statement: Wiseburn shall become a leading school district in the nation in terms of educational opportunities for children. Since this philosophy statement gave them no direction so far as forming goals and objectives, it again was studied and modified. Now the philosophy statement is such that ten goals have been established bringing the philosophy closer to the curriculum.

STEP II - Staff Training

It is most important to involve as many staff people as possible. They also suggested that the community should perhaps be involved at the outset. Wiseburn felt this was a weakness in their approach since they only brought in P.T.A. There's

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a need for not only the "yes" people but the "no" and "why" as well. Wiseburn hasn't found, however, any problem with the community. They inform them through a monthly newsletter which is sent to every resident. After this summer's work, they'll do more in communicating the specifics of their work.

A three day orientation workshop was conducted with sessions on a Friday and two Saturdays. The membership consisted of representatives of the Board of Education, classified, teaching and administrative staffs. The total number of thirty participants or about 10% of total staff seemed an optimum number for effective orientation. This group met on Friday, Saturday, and following Saturday sessions. All teachers and classified personnel were paid for the Saturday meetings.

The selection of teachers was made by the principals with emphasis upon interest in PPBS, strong classroom performance, and a person who was considered a leader by the total staff.

STEP III - Summer Workshop

The summer workshop group involved a group of twelve teachers, as many administrators as were able to attend, and Gene Tucker, the representative from Peat, Marwick, and Mitchell.

Four committees were formed: reading, language arts, science, and math. Their charge was to develop goals and objectives for each of the above mentioned programs.

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The committees worked for twenty-four days, six hours per day. A small group continued on a fifth week for the purpose of editing and rewriting where necessary.

The technique used was to work in separate committees, come back as a group to discuss and evaluate, then back to work in committees.

The last day of the Workshop was spent in planning the calendar for PPBS for the 1969-70 school year.

STEP IV - Implementation (1969-70)

In the fall the summer Workshop members formed a Steering Committee whose charge was to work with the staff in their school in terms of orientation and explanation of the four program packages which had been developed in the summer.

The committee met once a month to plan the activities in order to further the involvement of staff in PPBS.

Every teacher was given a copy of every program and encouraged to use at least one program and supply feedback to the Committee. This was a poor suggested procedure since the programs weren't in usable form.

January 28th, the normal District In-Service Day, was devoted to PPBS.

The original plan for involving all teachers was to use two normal Wednesday faculty meeting days per month for working in PPBS. They insisted that every teacher sign up for a committee. There was an immediate

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outcry from teachers. After three such Wednesday meetings, this approach was dropped. Instead, the Board granted five minimum days with two o'clock dismissal for involving all teachers in working on a committee.

This summer further work will be done on making the program packages more usable.

Marcella Heider